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ABSTRACT

In spring 1993, Lane Community College (LCC), in Oregon, established the Future Faculty Task Force to develop a vision of the faculty the college would like to have and make recommendations for achieving that vision. This report describes characteristics of the ideal future faculty developed by the Task Force and provides recommendations for hiring and sustaining quality faculty. Following background information on the Task Force, the report describes characteristics of faculties in general, arguing that they should form a learning community, be integral to college governance, reflect the diversity of the larger community, and be substantially full-time. The next section describes desirable characteristics of LCC's future faculty, indicating that they should have the following qualities: (1) adequate preparation in their discipline; (2) a commitment to enhancing student success; (3) innovation and creativity; (4) communication, collaboration, and interpersonal skills; (5) leadership experience or potential; (6) a commitment to the community college; and (7) involvement in community service. Next, five recommendations for achieving a substantially full-time faculty are presented, highlighting the need to establish a college-wide plan. Nine recommendations are then provided for improving the recruitment, selection, and hiring of faculty, identifying the need to adopt a college-wide recruitment procedure. Finally, 10 recommendations for sustaining quality faculty are provided, focusing on professional development. Appendixes include a hiring calendar and description of the complete faculty hiring process. (TGI)

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ED 394 539

Future Faculty

Task Force Report

Submitted by the Future Faculty Task Force
FALL 1995

LANE COMMUNITY COLLEGE

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Lane Community College

Mission

Lane Community College (LCC) is a comprehensive community college whose mission is to provide accessible, high quality, affordable, lifelong education through:

- Vocational/career preparation and retraining
- Skill upgrading
- Lower division transfer programs
- Personal development and enrichment, and
- Cultural and community services

Vision

Lane Community College provides a quality learning experience in a caring environment.

Guiding Principles

LCC endeavors to:

- Ensure a participatory environment
- Provide quality learning experiences
- Promote a sense of achievement
- Manage with goals
- Develop a sense of community ownership
- Connect with our community
- Respect the individual
- Commit to excellence
- Communicate openly

At LCC, these Guiding Principles have been adopted and embraced by the collective faculties in all disciplines at our college. However, in the near future, many of these individuals will be retiring and a new cohort of faculty will be hired. This document has been developed to insure that our college's vision for education will continue as a new culture emerges at our institution.

History of the Future Faculty Task Force

In the Fall of 1992, the Faculty Council of Lane Community College requested that the College Council appoint a Task Force to address issues related to part-time faculty at our college. While this need was significant, the College Council also saw this as an opportunity to address a larger issue of planning for our "faculty of the future." The challenges of the future in education are significant; the changing student population, the increased use of technology, and the shifting teaching paradigm are some of the concerns. These changes, coupled with the impending retirement of many of our experienced faculty, created concerns about the future of our institution and the learning community we have established at LCC.

To address these concerns, in the Spring of 1993, the President of LCC selected two faculty members to lead a Future Faculty Task Force. This Task Force was created to accomplish the following:

Develop a vision of our ideal faculty for the year 2000.
Develop goals to implement this vision
Recommend objectives for the next several years that support the goals and vision.

From the Spring of 1993 through the Winter of 1994, these two leaders met with each instructional department at the college, instructional managers, and the Executive Cabinet, to elicit discussion about the role of the Task Force and the issues that should be addressed in this Final Report. In the Spring of 1994, the Future Faculty Task Force was established. Its members included full-time and part-time faculty from several departments at the college and a Faculty Union representative.

In the Summer of 1994, the Future Faculty Task Force developed its mission that referenced our teaching and learning community and addressed the following areas:

Recommend a description of the future faculty.
Recommend a process for hiring the future faculty
Recommend a process for sustaining quality faculty.

With this charge, the Future Faculty Task Force developed this document to address the issues surrounding the "Faculty of the Future" at Lane Community College. This document includes a vision of the faculty as a whole and individual descriptive characteristics that our future faculty will possess. This document also includes recommendations for achieving a full-time faculty, recommendations for hiring faculty, and recommendations for sustaining faculty at our institution.

The Task Force would like to recognize one of the initial leaders of this group, **Jay Marston**, whose active involvement in the life of the college, motivation, and understanding of our learning community helped to develop the foundations for this project. Jay passed away in March of 1994, and we continue to miss his guidance, friendship, and passion for learning.

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Introduction

Lane Community College

During the next ten years, Lane Community College will experience a substantial turnover in faculty, due primarily to retirements among long-time and older instructors. As the college enters this transition period, we are afforded a rare window of opportunity not only to reflect on the strengths of our institution but at the same time to define its future. Even though we function in an uncertain financial environment, we have among ourselves - staff and students - the knowledge, skill, and commitment to guide the college through this transition and into the next century. It is our hope that this report can serve to help mobilize the energy of the whole college community toward that end. The ideas, proposals, and recommendations contained in this report are focused on the faculty. However, we emphasize that successfully recruiting and sustaining faculty cannot be separated from other efforts to strengthen the whole institution.

Hard work and dedication in the first 30 years have made LCC the dynamic and respected institution it is today. With the same kind of effort, we envision the faculty and the college as a whole creating and re-creating itself by addressing a series of difficult but interrelated issues during this time of transition and renewal. These issues include building a true learning community within the institution, continuing to move toward a deeply ingrained shared governance structure, accomplishing affirmative action goals, and reaffirming the value of a full-time faculty.

In the following pages, we first describe the faculty as a whole, followed by the ideals we believe individual faculty members should strive to attain. Secondly, we present recommendations for achieving a substantially full-time faculty. Next, we propose series of changes in the process of recruiting and hiring faculty which we believe are essential to building a strong faculty. Finally, we propose a series of steps we believe are necessary to ensure that over time we sustain that faculty, individually and as a whole.

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Computer Information Technology

Dennis Gilbert
Science

Doris Burkland
Study Skills

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Family and Health Careers

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The Faculty As A Whole

The faculty is a learning community

Community college teachers are professionals who bring a high level of specialized knowledge to the job. As members of discipline-based professional communities, faculty are self-directed and self-regulating, taking major responsibility for their own professional development and organizing their own learning as they organize the learning of students. At the same time, within the college, faculty form a community of the whole, built upon the many specific professional communities but possessing common and unifying characteristics as well. These common characteristics focus on enabling every learner to maximize her or his success as a productive member of the larger society and on bringing to the larger society the same sense of community the entire staff strives to create within the college's walls.

To meet the responsibility of preparing students for the world of the present and the future, the faculty works with other staff and students to extend these learning precepts to the organization as a whole. In today's world, student success is inextricably linked to the ability of the college's staff to expand its own knowledge base and utilize new technologies in a thoughtful and constructive fashion. In this way, the college's staff extends its vision beyond discipline-specific knowledge and focus to create a true learning organization. In such an organization, all resources are committed to a learning process in which everyone - all students and all staff - are learners. In such an organization, learners are viewed not as passive consumers, nor as a product to be shipped out the door, but as active producers and constructors of knowledge.

As learning is flexible and evolving, so too is the faculty. Faculty are themselves life-long learners, even as they strive to provide the highest quality learning experience for their students. Faculty do not compete; rather they collaborate to produce knowledge and a learning environment. In the same way, faculty collaborate in assessing and evaluating the effectiveness of instructional practice, and in contributing expertise and experience to the governance of the whole institution. Through collaboration and mutual respect, faculty model citizenship in its broadest sense to students, through the curriculum and through relationships to peers and the whole institution.

The faculty is integral to college governance

In an educational institution, shared governance utilizes the collective talent of all employees to promote academic excellence and justice. In this shared governance environment, authority is delegated to each party to make decisions appropriate to its responsibility and to accept consequences of

those decisions. This system of governance is a cooperative effort among faculty, classified and administrative staff, and students. The faculty is a full partner in the establishment, operation, evaluation, and modification of campus governance. Collective bargaining, a right accorded by statute and consent of the LCC Board of Education, is a key element of this shared governance system.

Faculty participation in governance is based on individual and collective knowledge, credentials, and experience. Because of their daily contact with students and their understanding of students' needs as well as the learning environment, faculty exercise substantial control over the academic program. In fundamental areas of pedagogy and course content, the classroom, the general curriculum, and courses of study leading to various degrees and certificates, faculty have effective decision-making authority. In addition, the faculty properly has primary responsibility for its own composition and functioning. Faculty and administration collaborate fully in decisions to create new faculty positions, and faculty are fully involved in the selection and evaluation of administrators, especially those with academic responsibilities.

To fulfill these responsibilities, faculty are given acknowledgment for and, when appropriate, release time for participation in governance. The right of the faculty to choose its own representatives is fully respected.

The faculty reflects the diversity of our larger community and society

Ours is a diverse society. So too is our local community, and it will become more diverse over time. The faculty itself plays a leading role in the continual process of creating a more diverse teaching staff. The teaching profession belongs to everyone, regardless of race, ethnicity, gender, cultural or national origin, age, familial or marital status, sexual orientation, religion, disability, social and economic background, or life experience. What each faculty member brings to the whole is a contribution to the college and its learning environment. A diverse faculty serves as a model of commitment and action for our students. A diverse faculty also provides individual role models which a diverse student population can identify with and which encourages their educational and life success.

Accomplishing our goals involves ongoing discussion among faculty and staff of diversity issues and policies, including recruitment and hiring policies; and of methods of assuring that curriculum is unbiased and values pluralism. The college continually evaluates and improves our methods of recruitment, selection, and retention to assure they are appropriately aimed at selecting and sustaining a qualified and diverse faculty. In addition, the college minimizes the use of part-time faculty, since these faculty are often

drawn from a local pool which is qualified but more homogenous than the national faculty pool or our student population.

The faculty is substantially full-time

A full-time faculty is what brought Lane Community College acclaim and recognition in the past. In this document we describe a community of teachers, valuing each other as self-directed, responsible, participatory, and productive professionals. We describe a faculty that is valued by the college as essential to the strength and continuity of an institution based in learning and dedicated to the future of students and the community. Creating and moving to the future successfully means not only embracing change but also retaining what has already made us excellent.

An institution is inseparable from its people and its values. Our commitment to students and to each other in many ways is reflected in our description of faculty, individually and as a whole. This is a description of a substantially full-time faculty. Working together to meet the challenges of the changing educational environment over a long period of time necessitates a full-time faculty. Full-time faculty are best able to devote the time and energy needed to ensure the curriculum remains current and challenging. Full-time faculty are best able to take on the many complex governance problems which face the college. And most importantly, full-time faculty are best able to serve students in and out of the classroom since they are available throughout the entire day.

In the next several years as we reach a substantially full-time faculty, we will see dramatic improvements in the morale and commitment of a large number of staff: teaching, classified, and administrative.

Conclusion

A learning organization actively seeks to find and eliminate internal and external barriers to progress. It carries a high commitment to self-study and self-evaluation and to participation on all levels. Accomplishing the specific and general goals outlined in this report will not be easy, as many of the issues are heavily inter-related. Fortunately, Lane Community College has the human resources necessary to undertake these efforts.

Desirable Characteristics of Future Faculty

The following descriptive characteristics were developed to guide Faculty Hiring Committees in their decision processes. Finding all of these characteristics in any one person may not be possible and some characteristics can be considered as goals a faculty member will be working toward once hired. Various departments may emphasize or value certain characteristics and not others. The most important overall qualities of future faculty are that they enjoy and value working with a diverse population of students and that they are capable of cooperatively building a successful learning community. These characteristics are desirable for both full-time and part-time faculty.

A. Discipline Preparation

The faculty desire colleagues who:

possess comprehensive, current knowledge of their discipline that will aid in their appropriate and effective teaching.

document successful experience teaching in their discipline area, with post-secondary experience desired, but not required.

have relevant experience as a practitioner in their field of specialty.

indicate that they are, and will continue to remain, current in their field(s) of specialty.

present an understanding of the contributions of traditionally under-represented individuals to their specific discipline.

have expertise that can cross discipline and departmental barriers.

Faculty Hiring Committees may decide to increase the minimum qualifications of a position to define the job description and actual desired skills. As this may increase the specificity of the position and the applicants, these changes should not encourage discrimination or create barriers to diversity. Teaching experience is an important criteria; however, years of experience do not fully reflect the potential that candidates may possess.

B. Commitment to Enhancing Student Success

The faculty desire colleagues who will:

demonstrate knowledge of and practice with diverse teaching methods that will enhance student success.

express an understanding of student learning styles and methods to address these in instruction.

be committed to continually addressing teaching methods (such as cooperative learning, technology, Internet), renewing their skills, and being involved in professional development activities that can enhance the quality of their teaching.

have completed courses in some of the following areas: students with disabilities, adult learning, career development, multiculturalism, teaching methods, technology and education, historical perspectives in education, and other relevant courses.

establish their understanding of the importance of the learning environment and their role in building learning communities.

confirm their respect for students of different genders, religions, ethnic backgrounds, abilities, opinions, and styles of living, learning, and working.

indicate a sensitivity to, and knowledge of, our diverse student body and its needs.

have used student feedback to improve their teaching.

Faculty Hiring Committees will find these qualities difficult to evaluate quantitatively. Listing these characteristics in the job description will benefit the committees' abilities to discriminate between candidates' understanding, potential, and experience with these variables. Additionally, these qualities can also be addressed effectively in interview questions and teaching demonstrations.

C. Innovation and Creativity
The faculty desire colleagues who will:

demonstrate experience or potential for innovation and creativity in both the classroom and related educational duties.

apply theories of educational research and attempt novel strategies.

challenge established patterns of instruction and curriculum when they were created for convenience and neglected the needs of the learners.

remain current in the occupational needs of the community and develop curriculum that supports these needs.

These specific criteria help identify candidates who are willing to be creative and innovative in their faculty positions. They will also help identify candidates who do not have the extensive experience typically needed to acquire a position, but are willing to attempt new techniques that may enhance the environment for students, faculty, and the college.

D. Communication, Collaboration, and Interpersonal Skills
The faculty desire colleagues who will:

communicate effectively and respectfully with diverse students, staff, and community members.

be literate in computer applications for communication, including, but not limited to, word processing, electronic mail, and database management.

articulate and present ideas clearly and concisely. However, variations in dialect or language should not be construed, in and of themselves, as poor communication skills.

possess interpersonal skills that enable them to collaborate effectively to resolve conflicts, make objective decisions, and work in harmony with all faculty and staff.

collaborate and articulate with teaching faculty at secondary schools and higher education institutions, as well as working with practitioners in their field of specialty.

effectively manage the stress created by the many demands of community college teaching in a rapidly changing world.

Effective faculty must be able to communicate with the diverse faculty and student population at this institution. This variable is critical for selecting the faculty of the future. In addition to placing these criteria in the job description, recommendations and interviews provide excellent sites for evaluation.

E. Leadership

The faculty desire colleagues who will demonstrate their leadership experience and/or potential in any one or more of these areas:

Organizations and activities related to the candidate's discipline.

Departmental, college-wide, or state-wide committees, councils, or task forces.

Contractual responsibilities, union activities and councils.

Staff development activities that will benefit the collective population of the institution.

Leadership is defined in this document as the ability to make significant contributions to committees and other activities within departments and across the college campus. As faculty acquire a more active role in decision-making and policy implementation, leadership skills will be critical components of their job responsibilities. Faculty will need to understand their job description includes many diverse responsibilities beyond their classroom and teaching duties. Candidates that exhibit experience or potential as effective leaders should be considered in the hiring process.

F. Commitment to the Community College

The faculty desire colleagues who will:

demonstrate a comprehensive understanding of the community colleges' mission, role in higher education, and student population

exhibit a commitment to this teaching and learning environment through one or a combination of the following areas:
1) Prior experience teaching, working, or volunteering at a community college
2) Coursework in higher education, community college services, programs, administration
3) Membership in a group or committee that was involved in policy development, funding structure, or other responsibility that affected the community college environment.

demonstrate an understanding of current educational policies, hiring practices, shared-governance strategies, collective bargaining and faculty roles in the educational process at the community college.

be informed of contractual obligations and how they apply to the learning community of the community college.

This characteristic may be very important in discriminating between individuals with lengthy, complete vitae that were developed at other educational environments from vitae developed at a community college. Although a component of the search, it should not exclude individuals who exhibit an understanding of the community college environment and have substantial experience at other educational institutions, but lack community college teaching experience.

G. Community Service

The faculty desire colleagues who demonstrate, or show potential for:

involvement in community service activities that emphasize civic responsibilities.

assisting in community-based support programs.

As members of a community college, faculty should share their expertise and experiences in ways which can benefit the community. This type of involvement will establish our role as a community college, be an effective model for our student population, and assist in addressing the needs of our local population. Although not a current, explicit role of our faculty, selection committees should consider this component of a candidate's application.

Achieving a substantially full-time faculty

Recommendation 1:
Establish a college-wide Transition Plan to achieve a substantially full-time faculty at LCC.

Justification Lane Community College will undergo a significant faculty transformation in the next decade. This period is our "window of opportunity" to best address the reliance on large numbers of part-time faculty. The development and implementation of this Transition Plan in this time frame will take the part-time issues and affirmative action goals off of an emerging collision course. In order to reverse the trend of relying on a large number of part-time faculty, a plan needs to be developed and implemented, or this practice will continue. With a clear and succinct plan, we can rise above the present condition of instructional fragmentation, limited faculty diversity, and declining collegiality caused by our reliance on part-time faculty.

Recommendation 2:
Develop a time frame for the Transition Plan which coincides with the anticipated retirements of many of the faculty and the implementation of our Affirmative Action and Diversity Plans.

Justification In the next decade, LCC will undergo a significant faculty transformation with the retirement of a large part of the full-time faculty and the implementation of Affirmative Action and Diversity Plans. During this "window of opportunity", we can dramatically alter the composition of the faculty and the culture of this institution. A Transition Plan taking place in this common time frame will make it possible to resolve several issues at once. In addition, a substantially full-time faculty will most effectively preserve the valuable knowledge and practice of retiring faculty and minimize the considerable stress of these retirements on departments and the college.

Recommendation 3:
Establish a protocol that collects and analyzes demographic data on the part-time faculty, the college's use of these individuals, and current departmental justifications for part-time use.

Justification Without clear and substantial data, the development of the Transition Plan to a substantially full-time faculty will be difficult. Data collection should include which courses and how many sections part-time faculty teach, on a term by term basis in each department. In addition, as part of the college's overall affirmative action assessment, basic demographic data should be collected on part-time faculty, as it is routinely for full-time faculty. Such data is essential for a full analysis of the financial and pedagogical issues.

Recommendation 4:
Define educational criteria and discipline-specific criteria within each department that justifies the circumstances under which part-time faculty may be utilized.

Justification The circumstances under which valid reasons exist for the utilization of part-time faculty will vary from department to department and within various disciplines. Each department should analyze their programs and course offerings to identify areas where such circumstances may exist, and establish formal criteria based on such analysis. These criteria will be used to formulate the college-wide Transition Plan and to guide future hiring decisions.

Recommendation 5:
Evaluate and improve the working conditions of part-time faculty.

Justification The lack of equal treatment in wages, benefits, and working conditions for part-time faculty is a prime source of stress and demoralization at the college, and undermines our ability to put into practice the vision and goals we project to our students and the community at large. The collective bargaining process provides the mechanism for resolving these problems. It is imperative that all parties to contract negotiations place these issues among the highest priorities during this "window of opportunity."

Contracted Faculty Recruitment, Selection, and Hiring

Recommendation 1:
Adopt a college-wide recruitment procedure conforming to a college-wide hiring calendar for contracted faculty. (Appendix A)

Justification To recruit the best candidates nationally, the recruitment/hiring process must coincide with the academic calendar of most schools. Late or off-cycle postings often limit the applicant pool as many of the best candidates have already been selected by other institutions or have committed to their primary institutions. Additionally, following a timeline that coincides with the academic calendar will allow the involvement of more faculty in the hiring process.

Recommendation 2:
Establish clear criteria and an open meeting process when awarding faculty positions to departments. (Appendix B)

Justification The administration needs to clearly define the criteria under which faculty openings are allowed to be posted, whether the opening comes from a retirement or at the request of a department for a new position. Also, the petition of each department for a faculty position needs to be awarded in a manner that is available to the entire campus, using the before-mentioned criteria as justification.

Recommendation 3:
Establish a specific recruitment budget with clear college guidelines that adequately provides for advertising, candidate travel, and production of print and media materials which reflect the college's mission, goals, and values. The budget would require justification on an annual basis and would reflect a college-wide recruitment plan.

Justification Establishing a recruitment budget will be necessary for the recruitment process. If we, as a college, hope to remain competitive in the educational environment, we must adequately budget for the entire hiring process. In the future, we will not forfeit the opportunity to interview highly qualified candidates because the college did not provide travel funds to these individuals. Additionally, we must provide Personnel Services with adequate funds to advertise and recruit candidates, both locally and nationally.

Recommendation 4:
Provide funding for, and implement, a college-wide training program for Faculty Hiring Guides. It should be a collaborative effort with Personnel Services, the Affirmative Action Office (AAO), and Faculty Council members. (Appendix B)

Faculty Hiring Guides:

are defined as faculty members who are appointed for a three year period by each instructional department in the college to assist their departments in the hiring process.

will attend an extensive training process each Fall.

will be appointed to each Faculty Hiring Committee in their department during their tenure.

can be used by other departments as outside members of a Faculty Hiring Committee.

will be consulted by Personnel Services and the AAO when they are establishing a recruitment plan for an open position.

will assist Personnel Services and the AAO in the training and advising of the Faculty Hiring Committees.

Justification By educating guides, and thus having internal hiring "experts" on hiring committees, the College will be better prepared to promote consistency in hiring the best future faculty members that apply for positions at LCC.

Recommendation 5:
Provide consistent, systematic guidelines for the Faculty Hiring Committees to follow. (Appendix B)
These guidelines will be developed by Personnel Services, the AAO, the LCCEA, and the Faculty Hiring Guides, and will include:

1) A hiring handbook developed by Personnel Services and the Affirmative Action Office containing at least the following:

Desirable Characteristics of Future Faculty (See page 5 of this document)

Affirmative Action guidelines

A summary of recruitment procedures used to create an adequate applicant pool

A review of minimum requirements as stated in the job description for LCC faculty

Resources which focus on:

a. the formulation of a position description
b. resumé evaluation
c. reference verification
d. legally defensible interviewing strategies
e. how to include a teaching demonstration in the interview

2) Budget for personal interviews

3) The desired number of candidates to be recommended and how they should be ranked, approved, and notified

4) A realistic job review for the interviewees that is developed by Personnel Services in packet form to include:

job description	college catalog
salary scale	LCCEA material
governance charts	

Justification We cannot expect the Faculty Hiring Committees to know about all of the requirements of the hiring process without Personnel Services supplying them with documentation about the process. It will be the responsibility of Personnel Services and the Affirmative Action Office to adequately address these issues with each committee during the hiring process. The Faculty Hiring Guides will be used to assist in this process. To improve the understanding of the committees and facilitate the work of the Guides, the college must provide consistent, systematic guidelines for the committees to follow.

Recommendation 6:
Provide funding for, and implement, a college-wide training program for Faculty Hiring Committees so that they fully understand college hiring guidelines they must follow. It should be a collaborative effort with Personnel Services, the Affirmative Action Office (AAO), and faculty members. (Appendix B)

This should include training in:

the screening process, which includes a systematic assessment or evaluation of candidates according to established criteria that

determines the best finalists for consideration. This will include resumé and portfolio evaluation, interviewing, teaching demonstration, reference verification and documentation.

Affirmative Action policies and methods that may encourage selecting diverse candidates.

Justification The College needs to establish a training process for the Faculty Hiring Committees that will include all aspects of the hiring process. By educating these committees, their selection can be better justified to Personnel Services, Administration, and the AAO.

Recommendation 7:
Appoint or hire a person in Personnel Services whose responsibilities will include writing and updating a hiring handbook that contains LCC's hiring guidelines, recruitment of the future faculty, and training of faculty hiring committees.

Justification Hiring or appointing a representative from Personnel Services to coordinate the handbook on hiring guidelines, recruitment of future faculty, and the training of Faculty Hiring Committees will indicate a commitment from the college that hiring is a critical component for continued success of the institution.

Recommendation 8:
Establish Faculty Hiring Committees that are comprised predominately of faculty members. (Appendix B)

Justification The college faculty are the experts in their discipline and in instructional applications of their specialties. For this reason, they should be most closely involved in the hiring process of new faculty. This recommendation does not exclude cross-departmental involvement or prohibit members of the administration from the process, but clarifies that the majority of the Faculty Hiring Committee should consist of instructional faculty that includes the Guide from the posting department. This has been the tradition at LCC, and the Task Force strongly recommends this practice should not change in the future.

Recommendation 9:
Adopt clear guidelines that outline the specific responsibilities of both Faculty and Administration in the hiring process.

Members of the Faculty Hiring Committee are responsible for:

Adhering to Affirmative Action guidelines

Evaluating applications and resumés to identify qualified applicants for interview

Interviewing candidates, including a teaching demonstration

Documenting Faculty Hiring Committee activities/decisions

Recommending qualified candidates to the appropriate administrators

The Administration, when evaluating candidates for final recommendations, are responsible for:

Adhering to Affirmative Action guidelines and college procedure.

Informing the Faculty Hiring Committee members of the final selection with documented justification.

Providing a realistic job preview and conditions of employment to the selected candidates at the time of the interviews and again before the appointment recommendation is made.

Justification The Future Faculty Task Force feels that the varied responsibilities of the hiring process are not clearly articulated at LCC. This deficiency has caused much apprehension and frustration for both faculty and administrators at this college. For the hiring process to be completed in accordance with LCC's mission, as well as complying with affirmative action policies, the responsibilities of this process need to be clearly articulated and documented before this process begins.

Sustaining Future Faculty

Recommendation 1:
Dedicate a percentage of the college's instructional budget to faculty professional development. (Building Communities: A Vision for a New Century recommends 2%)

Justification The Future Faculty Task Force supports this specific recommendation. The staff of a college is its single greatest resource and its most significant and largest capital investment. The college must make professional development a priority in sustaining and maintaining faculty excellence.

Recommendation 2:
Appoint or hire a full-time contracted faculty person to continuously coordinate year-long faculty professional development activities. A Faculty Professional Development Coordinator will have responsibilities such as:

developing a long-term plan for faculty professional development.

developing and distributing a year-long professional development calendar.

encouraging campus-wide collaboration, innovation, and participation in professional development activities.

establishing accessible communication systems and links for all faculty.

supporting departments, clusters, and other interest groups in specialized professional development.

coordinating the college-wide orientation activities of newly hired faculty.

establishing a Faculty Professional and Technical Development Resource Center to maintain a resource network of people/events/materials for professional development.

developing, in consultation with faculty and union, a faculty renewal process to support continuing faculty, as well as new faculty.

facilitating in the professional development of faculty within their own discipline.

Justification The increasing demands and changing dimensions of the role of teaching in the community college, the changes in student populations, and the changing essential skill requirements of instructional staff have gone beyond the limitations of individual committee and Task Force responsibility. Offering on-going professional development activities scheduled over the entire academic year will require the attention of a dedicated coordinator, who has experience in classroom instruction, to design and develop seminars and meetings, locate appropriate presenters and trainers, coordinate staff, assess the learning outcomes and values of the professional development programs, and collaborate with other interests within the college community.

Recommendation 3:

Adopt a three-year orientation and socialization program for cohort groups of newly hired faculty, with some modification of workload in the first probationary year, in collaboration with Department Heads, Personnel, LCCEA, and the Faculty Professional Development Coordinator.

Justification The newly hired full-time faculty starting careers at Lane will influence the college's educational goals over a long period of time. At Lane, the development of a college culture has been neglected in favor of the department culture. We must pay careful attention at the early stages of employment, during the probational period, to the development of a community of teachers who understand the learning process, the relationship of the community college to its community, and the role of teachers to each other as peers. This will result in a change of the college culture from one of isolation in departments to a joining of purposes within the college community of students and staff.

Recommendation 4:

Provide opportunities and incentives for the participation of current faculty in the orientation of new faculty as well as in the development of our college's culture. Faculty can act as mentors, presenters in workshop series for which they have expertise, and also as participants in workshops concerning topics of interest to them.

Justification The development of a vital faculty culture will enhance the overall effectiveness of the college. The culture will develop only if all faculty, both new and seasoned, contribute to and benefit from the changes that are necessary.

Recommendation 5:
Appoint a full-time associate to the Professional Development Coordinator responsible for educational technology support for full-time and part-time faculty.

Justification The Future Faculty Task Force feels that a well-developed and coordinated plan for faculty development in the use of technology is not only essential, but currently lacking. The planning in this area at Lane has been neglected until lately, and the need is so great across the college campuses) that the line of responsibility must be clearly identified, defined, and publicized. This person must have experience in the use of technology for instruction.

Recommendation 6:
Actively promote other options in defining faculty workload besides number of classes taught within one department. These include such activities as:

Science or math faculty working with public school teachers on ways to teach a new math or science curriculum.

Faculty from various disciplines working within local enterprises or agencies developing systems or projects for LCC student learning projects or programs.

Teaching exchanges across departments or to other institutions.

Mentoring peers or other involvement in new faculty orientation.

Release time for curriculum development projects.

Justification One source of burnout and dissatisfaction of faculty is the routinization in teaching. This can be minimized by encouraging diversity in faculty workload tasks and when individual interests and skills have broader applications. The definition of workload should be inclusive of the service the college provides the community.

Recommendation 7:
Evaluate and expand the college's incentives for continual professional development. Incentives include awards, release time, unpaid leaves, stipends, salary increases and an Innovative Teacher's Fund.

Justification Community College teachers are over-extended because of their classload, and as students become more diverse and technology creates more changes, future teachers will be asked to extend even further. Teacher's efforts to improve efficiency and effectiveness should be recognized and supported by the college.

Recommendation 8:
Consolidate and expand the current set of awards for excellent teaching, with some based within departments and some college-wide. Examples of such awards could be the Jay Marston Distinguished Maverick Award or the Donna Morgan Extra Mile Award. Supporting our faculty could include:

Promoting our faculty for local, state, and national recognition.

Presenting awards at formal college ceremonies and displaying the plaques in centralized locations.

Listing awards in the Daily, the Register Guard, and other local and national publications.

Making a brochure of award recipients for general distribution.

Justification Recognition is a necessary component of job satisfaction as well as a motivator for excellent teaching. The current procedure of recognizing just one Instructor of the Year is inadequate, even with the addition of other current awards such as Innovation of the Year. A consolidated and expanded set of awards would assure that our community college participants (including staff, students, and community members) are more aware of what we do well.

Recommendation 9:
Offer scholarships and mentoring for minority students who plan to teach in community colleges.

Justification As our student body is becoming increasingly diverse, it is even more important that minority students have representative models or mentors. This is a valuable strategy used by many community colleges desiring to enhance the diversity of their faculty and addressing their commitment to this goal.

Recommendation 10:
Provide accessible child care facilities for faculty.

Justification Child care issues have risen to the forefront in many early-career families. By providing these facilities on-site, future faculty members will be assured that we, as an institution, support the needs of our entire teaching and learning community. This asset will help in the recruitment of new faculty and indicate the futuristic vision of our college.

Hiring Calendar

Recommended Deadlines	Description of Activities
September (During Fall Inservice)	1. Training of Faculty Hiring Guides
October 15	2. Request for faculty from departments due
November 15	3. Approval to post from administration due to departments
November 20-January 8	4. Departments appoint a Faculty Hiring Committee and Personnel Services begin training process
January 9	5. Departments' specific description of position (posting) to Personnel Services Services due
January 18	6. Description approved or denied by Affirmative Action Office (AAO) due
January 25	7. Recruitment Plan including advertising and announcements due from Personnel Services and AAO.
February 1-March 10	8. Advertising and announcements occur (March 10 closing date)
March 17	9. AAO and Personnel Services review applicants for diversity criteria
April 1	10. AAO and Personnel Services approval or denial of applicant pool due (If approved, go to section A; if denied go to section B)

Section A

Recommended Deadlines	Description of Activities
April 1-May 15	11. Faculty Hiring Committee screens, interviews, checks references, and ranks candidates. (May 15, submission date for rankings)
June 1	12. AAO and administration's approval or denial of the submitted rankings of the candidates are due
June 15	13. Notification of results to interviewed applicants completed
June 30	14. Board Approval of recommended Candidate due

Section B

April 5-May 10	Re-post positions locally and nationally (Closing date May 10)
May 17-May 24	9. AAO and Personnel Services review applicants for diversity criteria
	10. Approval or denial of applicant pool (If approved, go to #11; if denied go to section B) due May 24
May 25-June 15	11. Faculty Hiring Committee screens, interviews, checks references, and ranks candidates. (June 15 submission date for rankings)
June 20	12. AAO and administration's approval or denial of the submitted rankings of the candidates is due
June 27	13. Notification of results to interviewed applicants completed
July 30	14. Board Approval of recommended Candidate due

Complete Hiring Process for Contracted Faculty

The following is a description and explanation of the calendar recommendations briefly defined in the previous section.

1. Training of Departmental Faculty Hiring Guides
Each instructional department will appoint a faculty representative to be a Faculty Hiring Guide for the hiring process.

Faculty Hiring Guides:

- are defined as faculty members who are appointed by each instructional department in the college.
- will attend an extensive training each year of service
- will assist their departments in the hiring process for a three-year period.
- will be appointed to each Faculty Hiring Committee during their tenure.
- will be consulted by Personnel Services and the AAO when establishing a recruitment plan for an open position in their department.
- will assist in the training and advising of the Faculty Hiring Committees.
- can be used by other departments as outside members of a Faculty Hiring Committee.

Training in the hiring process will include a systematic assessment or evaluation of candidates according to established criteria that determines the most qualified finalists for consideration. This will include resumé evaluation, interviewing techniques, teaching demonstrations, reference verification, and documentation.

Training in the hiring process will include Affirmative Action policies and methods that may encourage selecting diverse candidates.

The training sessions will be developed and implemented by Personnel Services and the AAO. A Hiring Handbook shall be developed by Personnel Services and the AAO for distribution to the departmental guides

and eventually to hiring committees. This comprehensive handbook should include, but is not limited to:

Desirable Characteristics of Future Faculty

Affirmative Action guidelines

A summary of recruitment procedures used to create an adequate applicant pool

A review of minimum requirements as stated in the job description for LCC faculty

Resources which focus on:

a. the formulation of a position description
b. resumé evaluation and reference verification
c. legally defensible interviewing strategies
d. how to include a teaching demonstration in the interview

The desired number of candidates to be recommended and how they should be ranked, approved, and notified

2. Departments will submit needs assessment and justification for faculty positions

In the Fall of each academic year, departmental chairs and/or lead instructors will submit to Administration a complete faculty needs assessment of their unit. The Administration must establish clear criteria and an open meeting process when awarding faculty positions to departments.

This needs assessment and request for positions will be submitted by October 15 of each academic year.

3. Approval to post positions from Administration

Administration will make decisions about hiring faculty for the next academic year. The criteria used for making these decisions will be clearly outlined and published for the departments to view. Additionally, open meetings should occur to award and deny positions using the criteria established.

If notification of approvals is not timely, or if a retirement occurs, and an appropriate search process that follows the hiring calendar is not possible for new faculty, then departments may hire temporary full-time positions while the search continues for a permanent position.

4. Faculty Hiring Committees Appointed and Trained

Departments will assign the Faculty Hiring Committee.

Departments will schedule trainings for the Faculty Hiring Committee, to be developed and implemented by the Personnel Services, the AAO and assisted by the Faculty Hiring Guides.

5. Submission of Job Descriptions to Personnel Services

The Faculty Hiring Committee will draft and submit specific job descriptions (postings) which were approved by departmental faculty to Personnel Services.

6. Postings reviewed by Personnel Services and the AAO

Personnel Services and the AAO will establish criteria to determine if the position announcements submitted by the departments are acceptable and conform to Affirmative Action Guidelines.

If the position announcements are unacceptable, Personnel Services and the AAO will return them to the departments with a detailed explanation of the problem areas.

The departments will draft a second position announcement that addresses the concerns of Personnel Services and the AAO. This draft will be re-submitted with the modifications and shall be approved or denied within a one week time period.

7. Recruitment Plan Drafted

Personnel Services, the AAO, and the discipline specific Faculty Hiring Guides will draft a comprehensive recruitment plan for each position posted that includes local and national announcements in diverse journals, chronicles, and newspapers.

Additional recruitment activities should include attendance by a representative of the College at local and national community college job fairs and conferences.

8. Implementation of Recruitment Plan

This comprehensive recruitment plan should be implemented to provide applicants the time to fully comply with application requirements of the positions.

9. Personnel Services and the AAO review applicant pool

The applicant pool will be reviewed by these administrative offices.

Diversity statistics from applications will be gathered and tabulated by the AAO.

The AAO and Personnel Services will then approve or deny the applicant pool's characteristics.

10. Personnel Services and the AAO approve or deny applicant pool

If the applicant pool is approved, the applications should be forwarded to the Faculty Hiring Committee to begin the selection process.

If the applicant pool is denied, then Personnel Services, the AAO, and the Faculty Hiring Guide should immediately re-advertise the position for another time period, not to exceed one month. During this time, these offices should actively recruit candidates that will improve the diversity of the applicant pool.

11. Faculty Hiring Committee Screens, Interviews, Checks References, and Submits Rankings according to the procedures outlined in the Hiring Handbook

The Faculty Hiring Committee, moderated by the Faculty Hiring Guide, will develop strategies for screening applicants based on the position announcements.

The Faculty Hiring Committee, moderated by the Faculty Hiring Guide, will develop guidelines for the interviewing process that includes a teaching demonstration and will treat each applicant fairly and uniformly.

The Faculty Hiring Committee will verify references.

The Faculty Hiring Committee, moderated by the Faculty Hiring Guide, will complete the recommendation process by submitting their rankings of the applicants to the AAO and Personnel Services Services.

Personnel Services will forward information to the top candidate about the college, the area, real estate market, and additional services that a candidate may need to relocate.

12. Final Rankings approved/denied by the AAO and Administration

The rankings submitted by the Faculty Hiring Committee will be reviewed by the AAO and Administration.

If the rankings are approved, the department may contact the candidates.

If the rankings are denied, the Faculty Hiring Committee and the AAO will meet to resolve the problem(s) in the process and reach resolution. If resolution can not be reached by these two groups, Administrators will become involved in the process and resolve the rankings.

13. Notification of the Interviewed Applicants

Departmental representatives will notify the applicants of the committee's decisions.

In offering a position, it should be made clear that the position is pending LCC Board approval.

14. Approval by the Board of Education at LCC

The Board of Education at LCC will approve these new positions as soon as possible.

Graphic Design by former student Mark Smith, owner/operator of
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Notes: